

Goals:

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- ✓ Revisit unit design
- ✓ Addresses questions/concerns from level 1
- ✓ Finalize units for level 2
- ✓ Create level 2 units
- ✓ Other???

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Keys to Planning for Learning: Effective Curriculum, Units and Lessons

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning> ↗

August 2016

Powerpoint	
Unit overview from 2015	<div> Zion Units.docx Details Download 105 KB</div>
Selfie unit template	<div> The Faces of Me.doc.docx Details Download 29 KB</div>

Curriculum Design

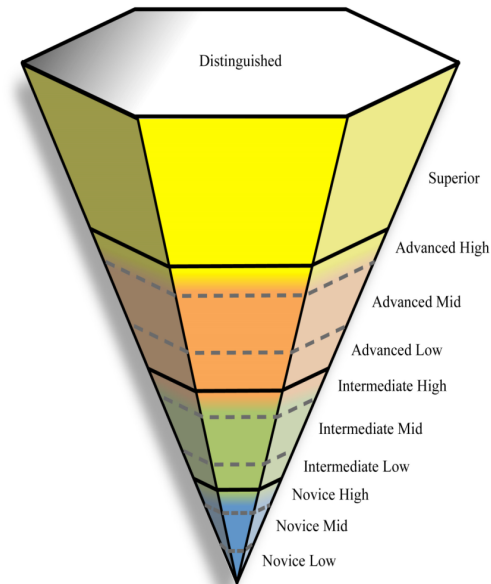
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What?



**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

How well?



NCSSFL-ACTFL Global Can-Do Benchmarks

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	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal

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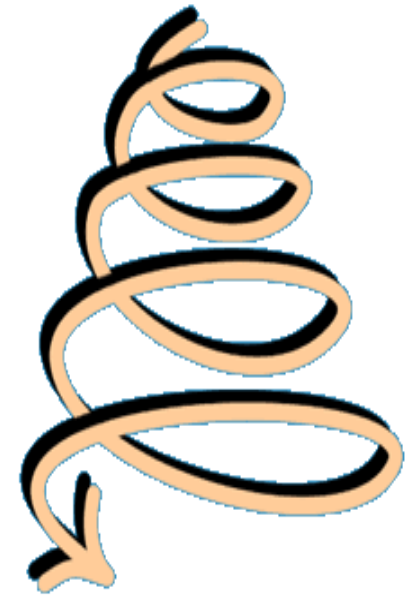
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Text Type

Quantity and Organization of Language Expands

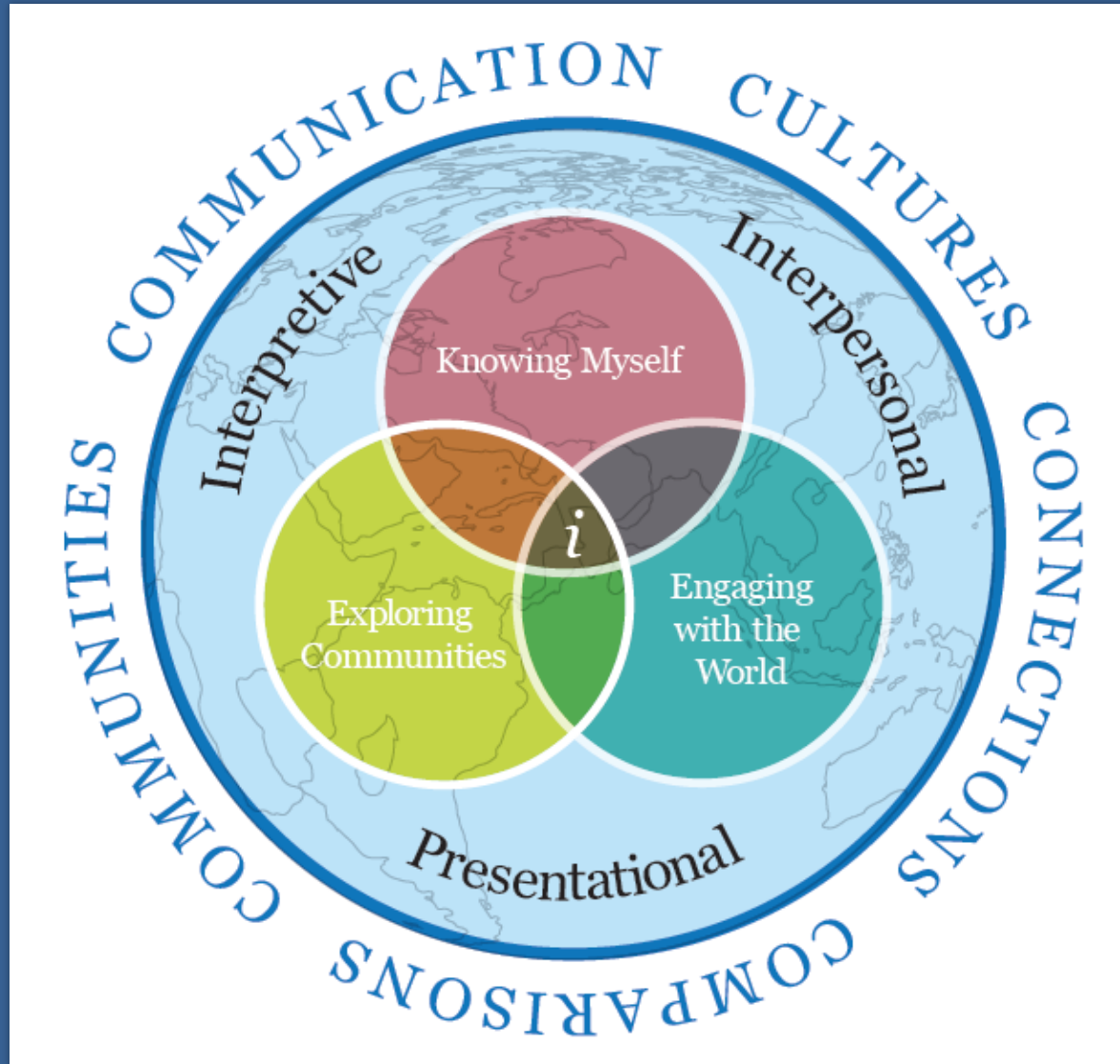
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- ❑ Isolated words
- ❑ Words and phrases
- ❑ Discrete sentences
- ❑ Strings of sentences
- ❑ Connected sentences
- ❑ Single paragraphs
- ❑ Multiple paragraphs
- ❑ Extended cogent discourse



Selecting Content

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Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages


--Adapted from Helena Curtain

Backward Design – Units and Lessons

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Identify desired results

What are the goals?



Determine acceptable evidence

How will you and learners know they reached the goals?



Plan learning experiences and instruction

What does it take to get there?

Level 1

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My World / Global Citizenship	Celebrating Community: Family, Friends and Pets	A Day in the Life	Healthy Lifestyle	Consumerism Shopping	Travel
<ul style="list-style-type: none"> ▪ me ▪ family ▪ community ▪ world ▪ description ▪ Basic greetings, name, age, etc. ▪ Where am I from (heritage/family ancestry)? ▪ Friends/Family/Pets ▪ Population – numbers ▪ alter-ego 	<ul style="list-style-type: none"> ▪ Family members ▪ Common activity verbs ▪ Descriptive vocabulary ▪ Countries/cities ▪ typical and regional food and beverages 	<ul style="list-style-type: none"> ▪ making plans – who, what, where, when, why ▪ weather, days, months, time, calendar ▪ more activities, school related activities, school calendars ▪ Introvert/extrovert ▪ right to play, child labor 	<ul style="list-style-type: none"> ▪ Food – healthy, unhealthy ▪ water – how much ▪ Activities ▪ frequency of activities ▪ Sleep habits ▪ Life expectancy ▪ School lunch ▪ Eating habits 	<ul style="list-style-type: none"> ▪ what do you need/want ▪ economics – better to save or spend ▪ how much does it cost here/ there, why – exchange rates ▪ Where are my 5 favorite things made? ▪ Buy American- what is American? ▪ why is gas so expensive? 	<ul style="list-style-type: none"> ▪ Vacation ▪ seasons/months ▪ transportation ▪ activities ▪ destinations – mountains, beach, lake ▪ online arrangements ▪ typical souvenirs, markets

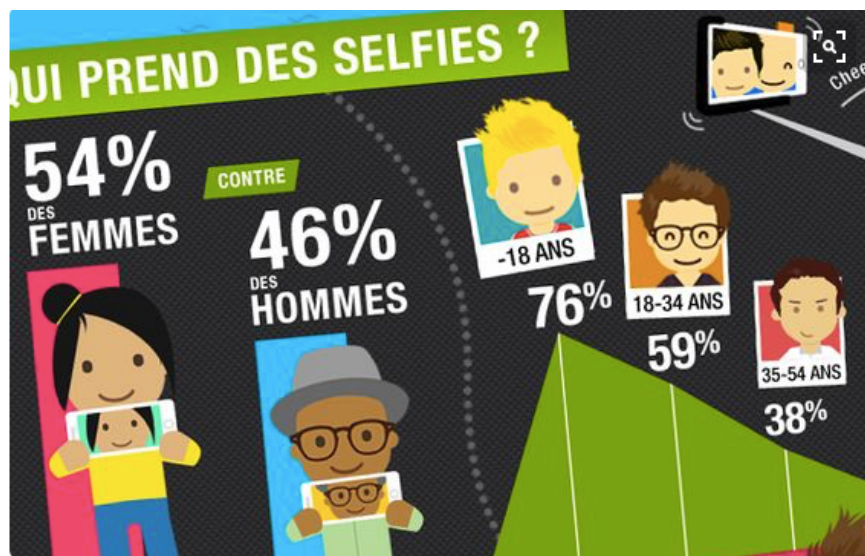
Level 2

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Selfie/ hero/ Social Media	Endangered Species	Culinary Adventure	Storytelling/ Childhood	Shelter and Housing	City Life

Unit Overview

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Performance Range	Novice High/Intermediate Low
Language and Level	Level 2
Theme	Personal and Public Identities
Topic	The Faces of Me
Essential Questions	What determines identity? Who is the “real” me?
Number of weeks	6 weeks
Instructional Minutes	250 minutes weekly

Personal and Public Identities: The Faces of Me

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Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.



Personal and Public Identities: The Faces of Me

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Learners will be able to:

- ❑ describe their public and private identities and explore the identities of others
- ❑ comment on personal and cultural stereotypes and compare character traits across cultures
- ❑ name perceived positive and negative character and personality traits
- ❑ describe the selfies and self portraits of others commenting on what is seen and what is known about those in the images
- ❑ share opinions on the advantages and disadvantages of social media identities
- ❑ tell the story of when a particular selfie/image was taken

ACTFL Integrated Performance Assessment

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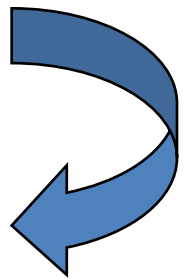
Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



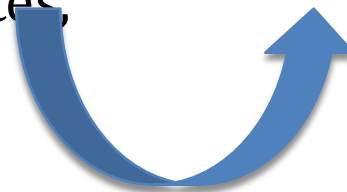
Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.



Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



Performance Based Assessment

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- ❑ Do they address the major goals of the unit?
- ❑ Are they real-world tasks?
- ❑ Do they address 21st Century Skills? Common Core?
- ❑ Do the tasks match the targeted performance level?
- ❑ Do they allow students to address the essential question in some way?
- ❑ Interpretive: Are they based on authentic texts?
- ❑ Interpersonal: Is the communication meaningful?
- ❑ Presentational: Is there an audience beyond the teacher and classroom?

The Faces of Me

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

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Interpretive Mode

Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide.

Interpretive Mode

Read article/infographic on phenomenon of selfie and demonstrate comprehension.

Interpretive Mode

Watch video on stereotypes and complete a graphic organizer.

Communication – Collaboration – Creativity – Critical Thinking

The Faces of Me

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

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Presentation Mode

“On Demand”

Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?

Polished

Create a product that can be shared with others, one that captures your personal and public identity. Consider how others perceive you. Compare your inner and outer self to others.

Interpersonal Mode

Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken.

Communication – Collaboration – Creativity – Critical Thinking

Toolbox

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- ❑ Can Do Statements
- ❑ Language Functions
- ❑ Related Structures/Patterns
- ❑ Vocabulary Expansion
- ❑ Key Learning Activities/
Formative Assessments
- ❑ Resources
- ❑ Technology Integration



Can-Do Statements

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Interpretive	<ul style="list-style-type: none">• (L&R) I can understand when others are described in terms of personality and/or physical traits.• (R) I can interpret information on selfies taken here and in the target cultures.• (L&R) I can recognize stereotypes as they are described.
Presentational	<ul style="list-style-type: none">• (S&W) I can comment on my personal and public identity explaining how they are different.• (S&W) I can name a stereotype and say why it is inaccurate.• (W) I can describe a self-portrait.
Interpersonal	<ul style="list-style-type: none">• I can talk with others about personality traits that are important to me giving simple reasons why they are important.• I can talk with others about my selfies and their selfies and can ask for and share information on when they were taken.

Toolbox

2

Language Functions I can....	Related Structures/Patterns	Priority Vocabulary
describe others using positive and negative character traits		<ul style="list-style-type: none"> positive character traits negative character traits traits of heroism activities
connect perceived character and personality traits to specific actions	to be, adjective agreement and placement	
identify character traits common to heroes and anti-heroes		
give biographical and autobiographical information	present tense, subject pronouns	
express surprise when learning true facts		
compare “real” appearance to “professional” appearance	At home, I ammore, less He looks like, I think he is....	
indicate your relationship to others and identify your character in terms of that relationship		
explain who you are if “we are what we do”	adverbs of frequency	
explain why “beauty is only skin deep” giving an example from a movie or personal experience		
explain who I am using a storyboard platform like snapchat	present tense	

Toolbox - Resources

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Spanish - el Selfie



¿En qué países mueren más personas por tomarse un "selfie"

📌 5

corredor de los sanfermines tomando selfie

BBC Mundo

Saved from
bbc.com



La locura de los selfies, en números

📌 4

selfie en los oscars de 2014

BBC Mundo

Saved from
bbc.com



El video más peligroso: un joven se graba mientras es...

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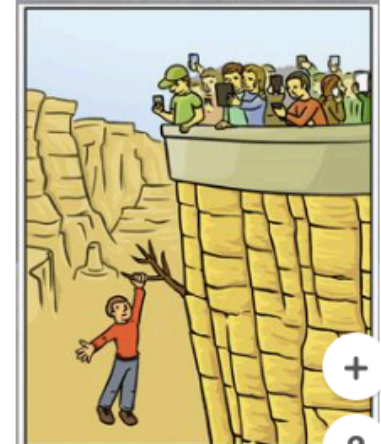
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actualidad.rt.com



Selfie más peligroso jamás tomado

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"Selfie", la palabra en inglés del 2013

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El Papa posa junto a adolescentes en una "Selfie"



macanudo_autofoto_610

📌 10

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Autofoto - Animal Político

📌 3



Toolbox – Technology Integration

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Software	Activity	Units	Standards	Level
Animoto	Animoto for the World Languages Classroom	Audio Tools, Presentation Tools	Communication	Advanced, Beginner, Intermediate, Novice
Audacity	Using Audio Tools (Audacity) in the World Language Classroom	Audio Tools	Communication, Communities	Advanced, Beginner, Intermediate
Bamboo Paper	Bamboo Paper - Note taking with iPad	Presentation Tools	Communication, Cultures	Advanced, Beginner, Intermediate, Novice
Blogger	How to Create Your Own Blog Using Blogger	Collaborative Tools, Online and Social Media Resources	Communication, Communities	Beginner, Novice

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UNITS

- [Overview](#)
- [Presentation Tools](#)
- [Audio Tools](#)
- [Video Tools](#)
- [Collaborative Tools](#)

Key Learning Activities/Formative Assessments

Key Learning Activity/Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Take a selfie. Post it to the class webpage/blog. Share a bit about what others see and share about the moment.	describing character and personality traits	presentational	S
Create a visual identity using http://www.tagxedo.com .	describing personal identity	presentational	S
Pair to discuss a self-portrait or image. Talk about the person. Speculate on who they are, what they do, think, feel. Come to an agreement	compare “real” and “professional” identities	interpersonal	S
Read and write biopoems.		interpretive presentational	S
Read information on internet safety. Discuss your personal habits with others. Create campaign to warn pre-teens about the dangers of posting too much information and/or inappropriate images.		interpretive	C, W

What are your questions?

